

**Title:** Does engagement with the UK PSF via an institutional HEA accredited recognition scheme impact on the participant's quality of academic practice?

**Presenter:** Kath Botham  
Manchester Metropolitan University

### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Discuss the potential impact of engaging with the UK Professional Standards Framework (UK PSF) on HE Teachers practice
- Consider the validity of HEA Fellowship as a measure of teaching quality
- Reflect on their own thinking and practice related to the UK PSF

### Session Outline

**1: Presentation:** In the first part of the session the findings of an evaluation project to review an institutional HEA accredited CPD scheme will be summarised. The institution involved is a large Post 1992 University with 36,000+ students and approximately 2,500 academic staff. The accredited CPD scheme was initially accredited by the HEA in 2013 and this review took place in 2014/15. The scheme consists of an accredited taught programme route and a recognition route with direct applications to an internal panel. This study focusses on the recognition route only. The findings will be linked to previous research in this area such as: Eccles, S. (2016), Spowart et al (2015), Turner et al (2013).

This presentation will focus on the findings articulated in a 'teaching and learning practice' thematic network (Robson, 2011). The findings will particularly focus on the impact of engagement with a the scheme on their practice and potentially on their students learning experience This network of themes incorporates the following key themes: *Reward and recognition for teaching & learning quality; Change in practice related to teaching and learning; A Tool to encourage professional development*

Each theme has a number of components and these will be presented and the perceived impact on applicant's future practice will be discussed.

**2: Questions/Discussion will follow the presentation:**

- Do these findings mirror the impact of other institutional schemes?
- Is HEA Fellowship a valid measure of teaching quality?
- Can engaging with the UK PSF/HEA Fellowship be a tool to improve teaching quality?
- How can the academic development community ensure that HEA Fellowships are used as a tool for academic CPD rather than a tick box activity to raise the numbers of staff with Recognised Teaching qualifications?

## Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. Presentation of research findings (20 mins)
2. Discussion (20-25 Mins): See questions above

## References

Eccles, S. (2016, January) Professional development and academic careers: What needs to change? Paper presented HEA Research Webinar 5, Retrieved from <https://www.heacademy.ac.uk/resource/hea-research-webinar-five-professional-development-and-academic-careers-what-needs-change>

Robson.C. (2011) Real World Research (3<sup>rd</sup> Edition), Wiley, Chichester.

Spowart, L., Turner, R., Shenton, D., Kneale, P., (2015) 'But I've been teaching for 20 years...': encouraging teaching accreditation for experienced staff working in higher education. *International Journal for Academic Development*. Retrieved from <http://dx.doi.org/10.1080/1360144X.2015.1081595>